

DOCUMENT RESUME

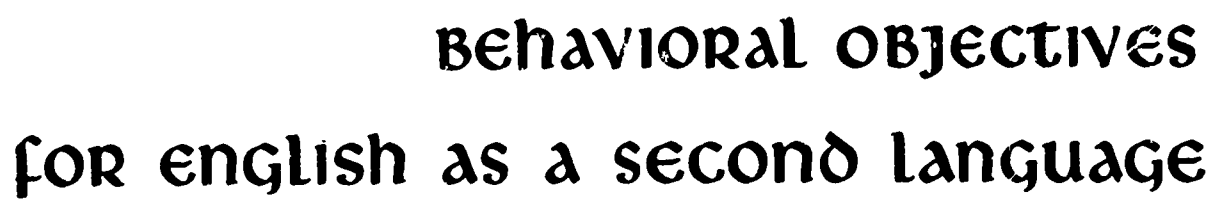
ED 035 874

AL 002 280

TITLE BEHAVIORAL OBJECTIVES FOR ENGLISH AS A SECOND LANGUAGE (DEVELOPMENTAL COPY).
INSTITUTION FOUR COUNTY COMMITTEE ON BEHAVIORAL OBJECTIVES, CALIF.
PUB DATE AUG 69
NOTE 79P.
EDRS PRICE MF-\$0.50 HC-\$4.05
DESCRIPTORS *BEHAVIORAL OBJECTIVES, CULTURE, *ENGLISH (SECOND LANGUAGE), LANGUAGE SKILLS, *MATERIAL DEVELOPMENT, MORPHOLOGY (LANGUAGES), PHONOLOGY, SYNTAX, *TEACHING TECHNIQUES, VOCABULARY

ABSTRACT

THIS DOCUMENT REPRESENTS AN ATTEMPT TO DEMONSTRATE A WAY OF WRITING MEANINGFUL OBJECTIVES FOR TEACHING ENGLISH AS A SECOND LANGUAGE. BEHAVIORAL OBJECTIVES ANSWER THE QUESTIONS: (1) WHAT MUST THE STUDENT LEARN, (2) WHAT IS THE BEST WAY FOR HIM TO LEARN IT, AND (3) HOW DOES ONE KNOW WHEN HE HAS LEARNED IT? THESE MODEL BEHAVIORAL OBJECTIVES ATTEMPT TO SPECIFY THE CONTENT AND THE METHOD OF PRESENTATION OF MATERIAL TO THE STUDENT; HOWEVER, THEY ARE NOT MEANT FOR DIRECT USE IN TEACHING. THEY ARE NOT MEANT TO BE EXHAUSTIVE, DEFINITIVE, OR SEQUENTIAL, BUT RATHER ILLUSTRATIVE. EXAMPLES OF BEHAVIORAL OBJECTIVES ARE GIVEN FOR THE FOLLOWING AREAS: PHONOLOGY, MORPHOLOGY, STRUCTURE, VOCABULARY, CULTURE, AND INTERRELATED LEARNINGS. THESE CONTENT AREAS ARE SUBDIVIDED INTO THE FOUR SKILL AREAS: LISTENING, HEARING, READING, AND WRITING. (DO)



THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED035874

BEHAVIORAL OBJECTIVES FOR ENGLISH AS A SECOND LANGUAGE
(Developmental Copy)

A Cooperative Project by the Four County Committee on Behavioral Objectives

LOS ANGELES COUNTY

ORANGE COUNTY

RIVERSIDE COUNTY

SAN BERNARDINO COUNTY

AUGUST, 1969

AL 002 280

ACKNOWLEDGEMENTS

The Superintendents in Los Angeles, Orange, Riverside, and San Bernardino Counties, through the Four County Curriculum Committee, have given support and encouragement to the consultants and coordinators who have worked on the ESL/Behavioral Objectives Project. The impetus for the creation of this framework came from work completed by the Six County Committee on Behavioral Objectives in Foreign Language.

Deep appreciation is expressed for the work of the participants in the Four County ESL/Behavioral Objectives Workshop which was held June 16-27, 1969.

The facilities of Rio Vista School and the fifty children learning English as a Second Language, provided by the Placentia Unified School District, were a vital contribution to the workshop.

Credit is given to the following persons for their work in compiling and editing this material:

Tina Castro - Lennox Elementary School District
Dorothy Freeman - Placentia Unified School District
Betty Fulton - Fullerton Elementary School District
Edward Lucero - Santa Ana Unified School District
Evalyn MacAdam - Centralia School District
Evelyn Sargent - Los Angeles County
Alyce Sigala - Placentia Unified School District
Helen Smith - Orange Unified School District

The consultants responsible for the development of the project are:

Charles H. Herbert, Jr., Chairman
San Bernardino County Schools

Merrill Goudie
Los Angeles County Schools

Marguerite Pinson
Orange County Department of Education

PREFACE

The teaching of English as a Second Language is receiving much attention and emphasis at the present time. Recent developments in techniques and new materials have provided answers to problems confronting the language teacher and pupil. One persistent problem is that of the clear statement of specific objectives for a course of study in English as a Second Language.

Existing courses of study offer objectives with indefinite or broad objectives such as:

To develop the ability to learn a second language.

To develop an understanding of and respect for the English-speaking peoples of the world.

To appreciate the English language.

These objectives make it difficult or impossible to define clearly the skills the student must learn or to measure whether or not he has learned them.

In other instances, the course objectives define the skills to be taught:

To listen to and understand the English language.

To speak conversational English.

To read known material.

To write what has been heard, said and read.

Objectives such as those above, although more helpful, do not specify the content, the degree of skill to be attained, nor the means for measuring achievement.

Still other courses of study list content objectives without reference to what skills the student must learn, these often read:

All the phonology of the language.

Demonstrative pronouns.

Present indicative of regular verbs.

In this document, we attempt to demonstrate a way of writing more meaningful objectives. Our task, as is the task of every teacher, is to answer the following questions:

1. What is it that we want the student to learn?
2. What is the best way for him to learn it?
3. How will we know when he has learned it?

Such goals are known as behavioral objectives. The "behavioral" comes from the description of learning as "changed behavior". In our writing of behavioral objectives, we attempt to eliminate words with obscure reference and words that are open to many interpretations such as: to know, to appreciate, to enjoy, to feel. Such words are not explicit enough to be useful. What is necessary in writing behavioral objectives? The three questions in the previous paragraph must be answered, of course, but what is the process? First, we must state what the learner will be doing when he has finished the task at hand. In other words, what will the outcome of the learning process be? This outcome is called the terminal performance. The following statement describes an example of a terminal performance:

"The student is able to write the plural form of nouns."

More explanation is needed to make this a truly useful objective.

The second step is to add a statement that describes the extent of knowledge or skill required and defines the conditions under which the student will perform:

"Given a list of 35 singular nouns, including those requiring final or medial changes to form the plural"

One further step must be taken to complete the statement of the objective. There must be an indication of how the student is to be evaluated:

"To be correct, the plural forms must be correctly spelled. A score of two-thirds or more correct answers will be considered passing."

The final statement of the objective includes all of these components:

"Given a list of 35 singular nouns, including those requiring final or medial changes to form the plural endings, the student is able to write the plural form of the nouns. The student will write each plural noun and spell the words correctly. Two-thirds or more correct answers will be a passing score."

The behavioral objectives which follow attempt to specify the content and the method of presentation to the student. The objectives are not meant to be exhaustive, definitive, or sequential. It should also be stated that the objectives are not meant for direct use in teaching. Rather, they are illustrative of what the committee feels are model objectives and may be used as such to actualize and implement a more effective set of teaching tactics. If the objectives are to be used for terminal performance, they may be altered to include a measure of the student's achievement and the level of performance expected. (See Appendix C)

Note on the numbering system: Each objective is numbered using a three digit system. The first digit refers to content:

1. Phonology
2. Morphology
3. Structure
4. Vocabulary
5. Culture
6. Interrelated Learnings

The second digit refers to the four skills:

1. Listening
2. Speaking
3. Reading
4. Writing
5. Combined Skills

The third digit designates a specific activity under the previous sub-headings. For example, the entry numbered 1.2.4 designates the fourth entry (4) under Speaking (2) leading to control of Phonology (1).

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	ii
PREFACE	iii
Instructions for Using the Model Set of Objectives	1
Behavioral Objectives	2
Phonology	2
Morphology	19
Structure	26
Vocabulary	36
Culture	44
Interrelated Learnings	51
Appendix A: Outline of Content Objectives	56
Appendix B: Areas Covered by the Curriculum Objectives	58
Appendix C: Acceptable Levels of Performance.	59
Appendix D: Definitions	61
Appendix E: Recommended Reading	62



1.0 PHONOLOGY



INSTRUCTIONS FOR USING THIS MODEL SET OF OBJECTIVES

Prior to the application of these behavioral objectives in the classroom, the following steps are essential:

1. An in-depth study of the nature of behavioral objectives including readings from those suggested in Appendix E, particularly No. 7, Mager's Preparing Instructional Objectives.
2. Interpretation of this model set of objectives by at least one county consultant involved in the development of this document.
3. Practice in writing additional behavioral objectives applied to local curriculum content.
4. Experimental application and re-evaluation of behavioral objectives.

BEHAVIORAL OBJECTIVES

1.0 Phonology

1.1 Listening

- 1.1.1 (Vowels, consonants, intonation) The student listens to a word which may be said with an English or Spanish intonation. The student circles the number representing the word if it is said as in English. He does not circle the number for words said with a Spanish intonation.

Student hears:

Student marks:

- | | |
|-------------------------|---|
| 1. California (Spanish) | 1 |
| 2. Mexico (English) | ② |
| 3. patio (English) | ③ |
| 4. adobe (Spanish) | 4 |
| 5. Arizona (English) | ⑤ |

- 1.1.2 (Vowel sounds) The student listens for a specific vowel sound in English. He hears pairs of English words, one of which contains the specified sound. He indicates which of the two words contains the specified sound by circling the letter "A" or "B" on his answer sheet. Vowel sound /æ/

Student hears:

Student marks:

- | | |
|-----------------|-------------|
| 1. cap cup | 1. ① B |
| 2. hat hot | 2. ① B |
| 3. pot pat | 3. A ② |

- 1.1.3 (Contrasting vowel sounds) The student listens to the teacher pronounce two words, one containing a short vowel sound, the other a long vowel sound. As the teacher repeats each word the student claps his hands if the word contains the short vowel sound, and raises his hand if the word contains the long vowel sound.

Student hears:

Student responds:

- | | |
|------------------------------|--------------------|
| 1. cap - cape cap | 1. claps |
| 2. cape | 2. raises his hand |
| 3. rat - rate rat | 3. claps |
| 4. rate | 4. raises hand |

Vowel sounds to be contrasted:

a	/ æ /	cap	/ ey /	cape
e	/ e /	fed	/ iy /	feed
i	/ i /	bit	/ ay /	bite
o	/ a /	not	/ ow /	note
u	/ ə /	nut	/ uw /	rule

1.0 Phonology

1.1 Listening

- 1.1.4 (Vowel sounds) The student is instructed to listen for a specific vowel sound. He will hear an utterance which may or may not contain the specified sound. He will circle the number of the sentence if it contains the vowel sound.
Vowel sound / æ / :

Student hears:

1. I have a pencil.
2. Who's he?
3. My name is Jim.
4. Class, this is Jane.

Student marks:

- ①
- 2.
- 3.
- ④

- 1.1.5 (Consonant sounds) The student listens to a sentence which may or may not contain a specified consonant sound. If he hears the sound, he marks the "Yes" column of his answer sheet. If he does not, he marks "No". Consonant sound / s / :

Student hears:

1. I have two cookies.
2. I have two cakes.
3. I have two doughnuts.

Student marks:

- | | Yes | No |
|----|-----|----|
| 1. | | x |
| 2. | x | |
| 3. | x | |

- 1.1.6 (Consonant sounds) The student listens to two English words. The words will be as nearly alike as possible, with the exception of one consonant sound. The student will place a check mark under the letter "A" if the first word contains the sound or under letter "B" if the second word contains the sound. Consonant sound / r / :

Student hears:

1. red led
2. ran fan
3. cat rat
4. car cot

Student marks:

- | | A | B |
|----|---|---|
| 1. | x | |
| 2. | x | |
| 3. | | x |
| 4. | x | |

- 1.1.7 (Pronunciation of / i /) The teacher will orally give pairs of words. The student raises his hand when the sound of / i / is heard.

Student hears:

1. pit pet
2. head hid
3. bet bit
4. pin pen
5. set sit

Student raises hand:

1. pit
2. hid
3. bit
4. pin
5. sit

1.0 Phonology

1.1 Listening

- 1.1.8 (Voiceless th, /θ/) As he listens to the teacher read a list of words, the student circles words on a ditto sheet that contain the voiceless th sound. He will not circle words that do not contain the sound.

Student hears:

1. teeth
2. boat
3. three
4. mother
5. stay
6. tooth paste
7. thank you
8. another
9. that
10. thin

Student circles:

1. teeth
2. boat
3. three
4. mother
5. stay
6. tooth paste
7. thank you
8. another
9. that
10. thin

- 1.1.9 (Voiced th, /ð/) As he listens to the teacher read a list of words, the student circles the words on a ditto sheet that contain the voiced th sound. He will not circle the words which do not contain this sound.

Student hears:

1. mother
2. thirty
3. this
4. though
5. mouth
6. anything
7. smoother
8. thus
9. either
10. thumb

Student circles:

1. mother
2. thirty
3. this
4. though
5. mouth
6. anything
7. smoother
8. thus
9. either
10. thumb

- 1.1.10 (Consonants /ʃ / /ç /) Given orally a list of words containing the sounds sh and ch, the student identifies them correctly by marking in the proper column.

Student hears:

1. chair
2. cheap
3. ship
4. chap
5. which
6. share
7. sheep
8. chip
9. shop
10. wish

Student marks:

- | | Iʃ | IIç |
|-----|----|-----|
| 1. | | x |
| 2. | | x |
| 3. | x | |
| 4. | | x |
| 5. | | x |
| 6. | x | |
| 7. | x | |
| 8. | | x |
| 9. | x | |
| 10. | x | |

1.0 Phonology

1.1 Listening

- 1.1.11 (Intonation-interrogative) The student listens to pairs of sentences and identifies which of the two spoken is a statement and which is a question from the intonation pattern.

Student hears :	Student marks:	
	Question	Statement
1. You went to town today.	1.	x
2. You went to town today?	2. x	
3. This is your book?	3. x	
4. This is your book.	4.	x

- 1.1.12 (Stress) The student listens to a word. He places a check mark under column I if the first part (syllable) of the word is stressed. He places a check under column II if the second part (syllable) of the word is stressed.

Student hears:	Student marks:	
	I	II
1. récord	1. x	
2. recórd	2.	x
3. présent	3. x	
4. presént	4.	x

- 1.1.13 (Intonation) The student listens to two sentences. The student places a check mark in column I if the sentence contains an interrogative intonation pattern. He places a check mark under column II if the sentence does not contain an interrogative intonation pattern.

Student hears:	Student marks:	
	I	II
1. Are you going to town?	1. x	
2. You are going to town.	2.	
3. Are you sick?	3. x	
4. You are sick.	4.	x

- 1.1.14 (Intonation) The student hears a series of sentences which will be either exclamatory or interrogative. The student circles the word exclamation if the sentence contains the exclamatory intonation pattern. He circles the word question if the sentence contains the interrogative intonation pattern.

Student hears:	Student marks: (See Page 6)
1. What a beautiful sunset!	
2. What makes a sunset beautiful?	
3. What are good children?	
4. What good children!	

(continued)

1.0 Phonology

1.1 Listening

1.1.14 (Intonation - continued)

Student marks:

- | | |
|-----------------------|-----------------|
| 1. <u>exclamation</u> | question |
| 2. exclamation | <u>question</u> |
| 3. exclamation | <u>question</u> |
| 4. <u>exclamation</u> | question |

1.1.15 (Stress) The student listens to pairs of words. He places a check under column I if the first syllable of the word is stressed. He places a check under column II if the second syllable of the word is stressed.

Student hears:

Student marks:

- | | I | II |
|----------------|-------|----|
| 1. des /ert | 1. x | |
| 2. re /cord | 2. x | |
| 3. present / | 3. | x |
| 4. ob /ject | 4. x | |
| 5. abstract / | 5. | x |
| 6. dessert / | 6. | x |
| 7. record / | 7. | x |
| 8. pres /ent | 8. x | |
| 9. object / | 9. | x |
| 10. ab /stract | 10. x | |

1.1.16 (Consonant / ʃ /) The student listens for the consonant sound / ʃ /. As the teacher says two words, the student circles the corresponding number on either column I or II when the / ʃ / sound is heard.

Student hears:

Student marks:

- | | I | II |
|-----------------|---|----|
| 1. share chair | ① | 1 |
| 2. choose shoes | 2 | ② |
| 3. mush much | ③ | 3 |
| 4. sheep cheap | ④ | 4 |
| 5. crutch crush | 5 | ⑤ |

1.1.17 (Rhyming words) The student listens to a pair of words that may or may not rhyme. He claps his hands when he hears a pair of rhyming words.

Student hears:

Student performs:

- | | |
|----------------|------------------------|
| 1. hill, fill | 1. Claps hands. |
| 2. friend, fly | 2. Doesn't clap hands. |
| 3. red, bread | 3. Claps hands. |

1.0 Phonology

1.1 Listening

- 1.1.18 (Diphthongs) The student listens to a list of words, one of which contains a specified sound. He indicates which of the words contains the specific sound by circling the words representing the sound / uw /.

Student hears:

1. balloon
2. baloney
3. moan
4. moon
5. town
6. tune
7. flew
8. flow

Student circles:

1. balloon
2. baloney
3. moan
4. moon
5. town
6. tune
7. flew
8. flow

- 1.1.19 (Linking) The student hears several sentences. Some contain linking and some do not. The student checks under "Yes" if he hears linking, and "No" if he does not.

Student hears:

1. What is this?
2. It's a book. / itzə / book.
3. That's a pen. / ðætʒə / pen.
4. What's that?

Student marks:

- | | Yes | No |
|----|-----|----|
| 1. | | x |
| 2. | x | |
| 3. | x | |
| 4. | | x |

- 1.1.20 (Reduced form of speech) The student listens to an utterance which may or may not contain a reduced form of speech. He will place a check mark under Yes if the sentence contains a reduced form of speech and a check mark under No if it does not.

Student hears:

1. bread'n butter
2. good or bad
3. boys'n girls
4. up'n down
5. sweet or sour

Student marks:

- | | <u>Yes</u> | <u>No</u> |
|----|------------|-----------|
| 1. | x | |
| 2. | | x |
| 3. | x | |
| 4. | x | |
| 5. | | x |

- 1.1.21 (Reduced form of speech) The student listens to sentences and circles the sentence where a reduced form of speech is present.

Student hears:

1. He is goin' to town.
2. She is going home.
3. Where is she going?

Student marks:

- ①
- 2.
- 3.

(continued)

1.0 Phonology

1.1 Listening

1.1.21 (Reduced form of speech - continued)

Student hears:

Student marks:

- 4. John plays golf and tennis.
- 5. She asked for cheese'n crackers.
- 6. He wants paper and ink.

4.

⑤

6.

1.0 Phonology

1.2 Speaking

- 1.2.1 (Consonants /ŋ/) The student hears a word ending in ng. He imitates the word and pronounces correctly the ng sound.

Student hears:

1. swing
2. ring
3. song
4. young
5. thing

Student says:

1. swing
2. ring
3. song
4. young
5. thing

- 1.2.2 (Final consonants) The student hears a word ending in /k/, /p/, or /t/. He imitates the word and pronounces the desired consonant sound.

Student hears:

1. map
2. keep
3. sip
4. top
5. cup

Student says:

1. map
2. keep
3. sip
4. top
5. cup

1. cat
2. pet
3. bit
4. lot
5. put

1. cat
2. pet
3. bit
4. lot
5. put

1. cake
2. back
3. check
4. book
5. luck

1. cake
2. back
3. check
4. book
5. luck

- 1.2.3 (Initial consonant clusters /st/, /sp/, /sk/, etc.) The student hears a sentence containing the initial consonant cluster. The student repeats the sentence, correctly pronouncing the word with the consonant cluster. A likely error might be adding /es/ before /st/ → /est/ at the beginning of the words, as in /estor/ for store

Student hears:

1. John went to the store.
2. He is Spanish.
3. This is a skate.

Student says:

1. John went to the store.
2. He is Spanish.
3. This is a skate.

1.0 Phonology

1.2 Speaking

- 1.2.4 (Vowel sounds) The student hears a word containing the vowel "i" in a medial position. He imitates the word, giving the medial vowel its correct sound / i /.

Student hears:

1. rit
2. tin
3. ship

Student says:

1. / rit /
2. / tin /
3. / šip /

- 1.2.5 (Vowel sounds) The student hears pairs of words, one of which contains the medial sound / i /. He imitates only the word containing the medial vowel / i / saying the medial sound / i / correctly.

Student hears:

1. bed bid
2. pin pan
3. pot pit
4. rit rut

Student says:

1. /bid/
2. /pin/
3. /pit/
4. /rit/

- 1.2.6 (Vowel sounds) The student hears a word with the medial vowel sound / i /. He repeats the word, changing the medial vowel sound to / iy /.

Student hears:

1. bit
2. chip
3. ship
4. rim

Student says:

1. / hiyt / (heat)
2. / čiyp / (cheap)
3. / šiyp / (sheep)
4. / riym / (ream)

- 1.2.7 (Consonant sounds) The student hears a word terminating in the sound / v / (fricative voiced). He imitates the word using the correct pronunciation of / v /, (not the sound / f /).

Student hears:

1. five
2. groove
3. have
4. Steve

Student says:

1. / fayv /
2. / gruwv /
3. / hæv /
4. / stiuv /

1.0 Phonology

1.2 Speaking

- 1.2.8 (Consonant sounds) The student hears pairs of words, one of which ends in / v /. He imitates only the word terminating in / v / saying the final sound / v / correctly (not / f /).

Student hears:

1. five - leaf
2. knife - live
3. life - save

Student says:

1. / fayv /
2. / layv /
3. / seyv /

- 1.2.9 (Consonant sounds) The student is shown a picture chart with four squares containing objects ending in the consonant sound / z /. He names the things in the squares pronouncing the final sound / z / with the correct English pronunciation. The student's response is checked only on the consonant sound.

Student sees:

1. two hives
2. three bees
3. two trees
4. four bugs

Student says:

1. / hævz /
2. / bi:z /
3. / tri:z /
4. / bægz /

- 1.2.10 (Consonants) The student sees a picture of several objects beginning with the sound / s /. He names the object shown in the picture and says: "I see a _____." The student pronounces the initial consonant / s / correctly by giving the English pronunciation. (Avoid / es / for the initial sound.)

Student sees:

1. a star
2. a bar of soap
3. a paper sack
4. a sandwich

Student says:

1. I see a /star/
2. I see a bar of /sowp/
3. I see a paper/sæck/
4. I see a /sændwič/

- 1.2.11 (Linking) The student hears a statement. He responds by saying the sentence that has a linking sound.

Student hears:

1. It's a duck.
2. It's not a duck.
3. That's a chair.
4. That's a table.
5. What's that?

Student says:

1. /itzə / duck.
2. - - - - -
3. /ðætʒə / chair.
4. / " " / table.
5. - - - - -

1.0 Phonology

1.2 Speaking

- 1.2.12 (Linking) The student hears a basic statement, then he makes other statements by responding to an item (verb) substitution drill. Some verbs may be used with linking and others may not.

Student hears:

1. He has a book.
2. .. wants
3. .. wanted
4. .. bought
5. .. sells

Student says:

1. He /hæzə/ book
2. He /wantzə/ book
3. He wanted a book
4. He bought a book
5. He /selzə/ book.

1.0 Phonology

1.3 Reading

- 1.3.1 (Vowel sounds - glides) The student reads a paragraph and circles all the glides. (/ iy /, / ey /, / ay /, / oy /, / aw /, / ow /, / uw /)

Student reads:

Mary wants to go to camp. She needs some new clothes.
I will buy her some if she will wait.

Student circles:

Mary wants to go to camp. She needs some new clothes.
I will buy her some if she will wait.

- 1.3.2 (Vowel sounds) Given a list of sentences containing words that terminate in the sound / iy /, the student reads the sentences orally, correctly pronouncing the final / iy / sound.

Student reads:

Student says:

1. Alice is a good baby.
2. Joe has some money.
3. The clown is funny.
4. Grace drinks coffee.
5. Tom likes tea.

1. Alice is a good /beybiy/.
2. Joe has some /məniy/.
3. The clown is /fəniy/.
4. Grace drinks /kəfiy/.
5. Tom likes /tiy/.

- 1.3.3 (Stress) The student reads a sentence that has one word underlined. He puts a check mark under number "1" or number "2" to indicate on which syllable the underlined word is stressed.

Student reads:

Student marks:

1. John likes ice cream
for dessert.
2. Please give me a record
of your grades.
3. Put all the round objects
in the box.
4. I object to the rule.
5. Mary received many
presents for Christmas.

- | | 1 | 2 |
|----|---|---|
| 1. | | x |
| 2. | x | |
| 3. | x | |
| 4. | | x |
| 5. | x | |

1.0 Phonology

1.4 Writing Activities

- 1.4.1 (/ θ / and / t /) The student writes t or th for each word he hears according to whether he hears a / θ / or / t / sound at the end of the word.

Student hears:

1. bath
2. bat
3. math
4. mat
5. pat
6. path
7. wrath
8. rat

Student writes:

1. th
2. t
3. th
4. t
5. t
6. th
7. th
8. t

1.0 Phonology

1.5 Combined Skills (listening, reading)

- 1.5.1 (Stress) The student listens to a sentence. He indicates the correct meaning by placing the number of the spoken sentence in the blank before the sentence that represents the correct meaning. The correct meaning is to be determined by stress.

Student hears:

1. This is my book.
2. This is my book.
3. This is my book.
4. This is my book.

Student marks:

- 1 This one, not that one, is my book.
- 4 This isn't my pen, it's my book.
- 2 This isn't yours, it's mine.
- 3 No matter what you say this is my book.

- 1.5.2 (Short sounds of vowels) The student reads pairs of words, each pair differing only in the vowel sound. The teacher pronounces each pair of words and repeats the word to be underlined. The student underlines the word pronounced.

Student hears:

1. bed bad bed
2. pit pat pat
3. man men men
4. pin pen pin
5. fan fin fan

Student underlines:

1. bed bad
2. pit pat
3. man men
4. pin pen
5. fan fin

1.5 Combined Skills (listening, writing)

- 1.5.3 (Consonant Sounds) The student hears a list of words. He writes the initial consonant sound of each word.

Student hears:

1. ready
2. sings
3. tomato
4. potato
5. fear
6. very
7. zoo
8. jump

Student writes:

1. r
2. s
3. t
4. p
5. f
6. v
7. z
8. j

1.0 Phonology

1.5 Combined Skills (listening, writing)

- 1.5.4 (Consonant sounds) The student hears a list of words. He writes the final sound of each word.

Student hears:

1. mother
2. wall
3. meet
4. bread
5. soap
6. washtub
7. fog
8. buzz

Student writes:

1. r
2. l
3. t
4. d
5. p
6. b
7. g
8. z

- 1.5.5 (Consonant sounds) The student listens to a minimal pair of words differing only in the initial consonant sounds. He then writes the words in the order they are presented. The student's writing is checked for the identification of the initial consonant sounds.

Student hears:

1. bet pet
2. mat nat
3. jot got
4. sip zip
5. fat vat

Student writes:

1. bet pet
2. mat nat
3. jot got
4. sip zip
5. fat vat

- 1.5.6 (Vowel sounds) The student listens to minimal pairs of words. He listens for a specific vowel sound / e / and writes the word containing that sound.

Student hears:

1. bad bed
2. pen pin
3. butter better
4. man men

Student writes:

1. bed
2. pen
3. better
4. men

1.0 Phonology

1.5 Combined Skills (listening, writing - continued)

- 1.5.7 (Consonant sounds) The student listens to minimal pairs of words differing only in the final consonant sound. He then writes the words in the order they are presented. The student's writing is checked for the identification of the final consonant sounds.

Student hears:

1. bed bet
2. tan tam
3. rid rib
4. mad map
5. cot cop
6. rot rob
7. rib rip

Student writes:

1. bed bet
2. tan tam
3. rid rib
4. mad map
5. cot cop
6. rot rob
7. rib rip

1.5 Combined Skills (reading, writing)

- 1.5.8 (Vowel sounds - / ay /) The student reads a list of sentences. He copies the sentences and circles all the specified vowel sounds. This pattern can be used for vowel and consonant sounds.

Student reads:

1. He will come tonight.
2. Why does he eat so early?
3. Tea and coffee aren't good for white mice.
4. Barking dogs never bite.
5. Give me a red boat and a green kite.

Student writes and circles / ay / glide:

1. He will come tonight.
2. Why does he eat so early?
3. Tea and coffee aren't good for white mice.
4. Barking dogs never bite.
5. Give me a red boat and a green kite.

1.5 Combined Skills (reading, speaking)

- 1.5.9 (Intonation) The student reads aloud a paragraph containing punctuation marks that indicate intonation patterns. The student's performance is checked for correct intonation.

Student reads: The boy saw the sunset.
He exclaimed, "What a beautiful sunset!"
Betty replied, "Haven't you ever seen a beautiful sunset before?"

1.0 Phonology

1.5 Combined Skills (reading, speaking)

1.5.10 (Intonation) The student reads aloud minimal pairs of sentences which are different only in intonation pattern. His performance is checked for correct intonation.

Student reads aloud:

1. A. He is going now.
B. He is going now?
2. A. Jane is sick.
B. Jane is sick?
3. A. The doctor drinks coffee.
B. The doctor drinks coffee?
4. A. Tommy wants a mini-bike.
B. Tommy wants a mini-bike?

2.0 MORPHOLOGY

2.0 Morphology

2.1 Listening

- 2.1.1 (Singular, plural) The student hears a singular or plural word. The student marks an "x" in the correct column, indicating whether the word is singular or plural.

Student hears:		Student marks:	
		Singular	Plural
1.	boat	1. x	
2.	cats	2.	x
3.	dogs	3.	x
4.	frog	4. x	
5.	goat	5. x	
6.	house	6. x	
7.	kites	7.	x
8.	letter	8. x	
9.	pails	9.	x
10.	rat	10. x	

- 2.1.2 (Verb forms: present progressive with is) The student is shown various visuals depicting action words. He listens to three sentences describing the action. He circles the letter referring to the sentence that contains the present progressive with is.

Student sees:

- | | |
|---|---|
| 1. Picture of a dog running. | 1. A. The dogs are running.
B. The dog runs.
<input checked="" type="radio"/> C. The dog is running |
| 2. Picture of a girl singing. | 2. <input checked="" type="radio"/> A. The girl is singing.
B. The girls are singing.
C. The girl sings. |
| 3. Picture of a man driving a car. | 3. A. The man drives the car.
<input checked="" type="radio"/> B. The man is driving the car.
C. The men are driving the car. |
| 4. Picture of a boy sitting at the table. | 4. A. She is sitting at the table.
B. He sits at the table.
<input checked="" type="radio"/> C. He is sitting at the table. |

2.0 Morphology

2.2 Speaking

- 2.2.1 (a, an) The student hears a model sentence, then repeats it. The teacher says a cue word. The student uses the cue word in the sentence with the correct form of the article a or an.

Student hears:

1. I have a book.
2. . . . pencil.
3. . . . orange.

Student says:

1. I have a book.
2. I have a pencil.
3. I have an orange.

- 2.2.2 (have, has) The student hears the question and answers it, using a complete sentence that contains the noun in the question in addition to the correct form of have.

Student hears:

1. Does Jane have a ball?
2. Does Joe have an airplane?

Student says:

1. Yes, Jane has a ball.
2. Yes, Joe has an airplane.

- 2.2.3 (Plurals) After listening to a stimulus sentence containing a singular noun and determiner, the student says the sentence, changing the singular noun and determiner to a plural form.

Student hears:

1. I have a glass of milk.
2. I have one book.

Student says:

1. I have two glasses of milk.
2. I have two books.

2.0 Morphology

2.3 Reading

- 2.3.1 (Verb forms - has, have) Provided sentences with a choice of two words (verb forms), the student crosses out the incorrect form in the sentence.

Student reads:

Student marks out:

- | | |
|---|----------|
| 1. The teacher (have, has) new books. | 1. have |
| 2. The teacher (have, has) a new book. | 2. have |
| 3. The pupils (have, has) many pencils. | 3. has |
| 4. Each pupil (have, has) a book and a notebook. | 4. have |
| 5. Alice (have, has) two books. | 5. have |
| 6. John and Mary (have, has) an interesting book. | 6. has |
| 7. I (have, has) a good pen and a new pencil. | 7. has |
| 8. The classroom (have, has) three large windows. | 8. have |
| 9. The wastebasket (have, has) many papers in it. | 9. have |
| 10. The box (have, has) an eraser. | 10. have |

- 2.3.2 (Plurals s/es) Given a list of singular and plural words, the student reads each word emphasizing the plural endings s/es.

Student reads:

- | | |
|-------------|------------|
| 1. piano | pianos |
| 2. toe | toes |
| 3. sandwich | sandwiches |

- 2.3.3 (Verb form - 3rd person singular present tense verbs with "s" ending) The student reads a sentence which may or may not contain the above verb form. He checks #1 if it is the required form, and # 2 if it is not.

Student reads:

Student marks:

- | | #1 | #2 |
|---------------------------|------|----|
| 1. He is a doctor. | 1. x | |
| 2. John has a bicycle. | 2. x | |
| 3. Tom was not present. | 3. | x |
| 4. I am writing. | 4. | x |
| 5. Betty cooks the dinner | 5. x | |
| 6. You are reading. | 6. | x |

2.0 Morphology

2.3 Reading

- 2.3.4 (Number and gender) The student reads a sentence which contains a lexical item. He is shown three pictures differing only in the item being checked. The student selects the correct picture and marks the number on his answer sheet.

Student Reads:

1. The girl is studying.
2. The dog is barking.

Student sees:

1.
 - a. Picture of boy studying.
 - b. Picture of girls studying.
 - c. Picture of girl studying.
2.
 - a. Picture of two dogs barking.
 - b. Picture of dog barking.
 - c. Picture of several dogs barking.

Student marks:

1. a b ☒ c
2. a ☒ b c

- 2.3.5 (Prefixes) Given a list of words, the student underlines the prefix found in each word.

Student reads:

1. returns
2. preplan
3. transforms
4. antisocial
5. misbehave

Student marks:

1. returns
2. preplan
3. transforms
4. antisocial
5. misbehave

2.0 Morphology

2.4 Writing

- 2.4.1 (Verb forms) The student reads sentences which contain blank spaces in place of verbs, and the choice of two possible verb forms. He writes the correct verb form in the blank space.

Student reads:

1. She _____ here. (was, were)
2. They _____ going home. (was, were)

Student writes:

1. was
2. were

- 2.4.2 (Verb forms) The student reads a sentence with a choice of verb forms. The student selects the correct form of the verb and writes it in a sentence.

Student reads:

1. My father (work, works) in an office.
2. The boys (play, plays) in the yard.

Student writes:

1. My father works in an office.
2. The boys play in the yard.

- 2.4.3 (Suffixes) The student adds the suffix ing to a list of words ending in the vowel e. He drops the final e before adding ing.

Student reads:

1. drive
2. smoke
3. ride
4. bake
5. shave

Student writes:

1. driving
2. smoking
3. riding
4. baking
5. shaving

- 2.4.4 (Comparative) The student see three objects differing in size and color and writes three sentences comparing them in size.

Student sees:

Three pencils of different color and length

Student writes:

1. The yellow pencil is short.
2. The red pencil is shorter.
3. The blue pencil is shortest.

2.0 Morphology

2.4 Writing

2.4.5 (Number) Given the singular form of nouns, the student writes the plural forms of nouns. His answers are checked for correct spelling of plural forms.

Student reads:

1. girl
2. baby
3. church
4. sheep
5. man
6. foot
7. inch
8. chair
9. child
10. tomato

Student writes:

1. girls
2. babies
3. churches
4. sheep
5. men
6. feet
7. inches
8. chairs
9. children
10. tomatoes

2.0 Morphology

2.5 Combined Skills (reading and writing)

- 2.5.1 (Adjectives - comparative form using er) The student is given a pattern sentence, "This one is _____er than that one.", and a list of adjectives. He writes a sentence supplying the comparative form of the adjective given, and makes any required spelling modifications.

Student reads:

1. This one is prettier than that one.
2. big
3. small
4. wide.
5. long.

Student writes:

1. This one is prettier than that one.
2. This one is bigger than that one.
3. This one is smaller than that one.
4. This one is wider than that one.
5. This one is longer than that one.

- 2.5.2 (Irregular verb "to be") The student reads a list of sentences with the verb missing. He writes the sentence selecting and supplying the correct form of the missing verb from presented choices.

Student reads:

1. I _____ sick. (were, is, am)
2. He _____ a doctor. (were, is, am)
3. You _____ chosen to be president. (was, were, is)
4. She _____ not on time. (was, were, are)
5. You _____ next. (is, are, was)

Student writes:

1. I am sick.
2. He is a doctor.
3. You were chosen to be president.
4. She was not on time.
5. You are next.

3.0 STRUCTURE

3.0 Structure

3.1 Listening

- 3.1.1 (Sentence recognition) The student listens to phrases or sentences. If it is a complete sentence, he circles the numbers corresponding to the sentence number.

Student hears:

Student marks:

- | | |
|-------------------------------|-------------------------------------|
| 1. Fish live in the water. | <input checked="" type="radio"/> 1. |
| 2. Animals and birds. | 2. |
| 3. Jane walked to school. | <input checked="" type="radio"/> 3. |
| 4. Dick played with the ball. | <input checked="" type="radio"/> 4. |
| 5. Homes are very. | 5. |

- 3.1.2 (Word order) The student hears a statement and a question about the statement. He then selects the correct answer.

Student hears:

Student marks:

- | | |
|---|--|
| 1. The boys look at the girls.
Who is doing the looking?
A. The girls
B. The boys | 1. A
<input checked="" type="radio"/> B |
| 2. The children sit on the bench.
Who is doing the sitting?
A. The children
B. The bench | 2. <input checked="" type="radio"/> A
B |
| 3. The baby cries in his crib.
Who is doing the crying?
A. The crib
B. The baby | 3. A
<input checked="" type="radio"/> B |

- 3.1.3 (Word order) The student sees several pictures and hears a description of the pictures. If the word order is correct, the student checks "Yes", and if not, he checks "No".

Student sees and hears:

Student marks:

- | | Yes | No |
|--|------|----|
| 1. This is a dress blue.
(Picture of a blue dress) | 1. | x |
| 2. The building is tall.
(Picture of a tall building) | 2. x | |
| 3. This is a big dog.
(Picture of a big dog) | 3. x | |
| 4. The baby crying is.
(A picture of a crying baby) | 4. | x |

3.0 Structure

3.2 Speaking

- 3.2.1 (Adjective placement) The student hears a model sentence, then repeats it. The teacher gives a cue word and the student completes the sentence, inserting the cue word in the correct place.

Student hears:

1. The house is white.
2. little.
3. pretty.

Student says:

1. The house is white.
2. The house is little.
3. The house is pretty.

- 3.2.2 (I see a _____) When asked, "What do you see?", the student responds, using the structure. Familiar objects are used in drill.

Student hears:

1. What do you see?
(Holds up a pencil)
2. What do you see?
(Holds up a glass)

Student says:

1. I see a pencil.
2. I see a glass.

- 3.2.3 (Yes, I do) Given a fruit, the student responds "Yes, I do", to the teacher's question.

Student hears:

1. Do you have an apple?
2. Do you want a peach?
3. Do you see an apple?

Student says:

1. Yes, I do.
2. Yes, I do.
3. Yes, I do.

- 3.2.4 (Contraction - don't) The student hears a model sentence; he responds with the negative form.

Student hears:

1. I have a pencil.
2. I have a pen.
3. I want a book.

Student says:

1. I don't have a pencil.
2. I don't have a pen.
3. I don't want a book.

- 3.2.5 (Is this a _____?) The student listens to a statement. He asks a question by placing the word "is" at the beginning of the statement.

Student hears:

1. This is a book.
2. This is a chair.

Student asks:

1. Is this a book?
2. Is this a chair?

3.0 Structure

3.2 Speaking

- 3.2.6 (Negative - not) The student transforms cue sentences from a positive form to a negative form by the correct insertion of the word "not".

Student hears:

1. It's a pencil.
2. It's a book.

Student says:

1. It's not a pencil.
2. It's not a book.

- 3.2.7 (Are you a _____?) The student listens to a statement. He asks a question by placing the word "are" at the beginning of the statement.

Student hears:

1. You are a dancer.
2. You are a nurse.

Student asks:

1. Are you a dancer?
2. Are you a nurse?

- 3.2.8 (Prepositional phrases) Given a set of pictures that show a location, in response to the question, "Where is _____?", the student answers in a complete sentence using the prepositional phrase.

Student hears:

1. Where is the boy?
(Sees a picture of a school)
2. Where is the girl?
(Sees a picture of a home.)

Student says:

1. The boy is at school.
2. The girl is at home.

- 3.2.9 (Do you want _____?) The student listens to statements. He places the functional word "do" at the beginning of each statement and changes the subject from 1st person singular to 2nd person singular.

Student hears:

1. I want a dress.
2. I see a dress.

Student asks:

1. Do you want a dress?
2. Do you see a dress?

- 3.2.10 (May I go to _____?) The student listens to statements, each of which contains 1st person singular as the subject. He makes a request by placing the word "may" at the beginning of the statement.

Student hears:

1. I go to the office.
2. I go to the bathroom.

Student asks:

1. May I go to the office?
2. May I go to the bathroom?

3.0 Structure

3.2 Speaking

- 3.2.11 (Prepositional phrases) The teacher puts the pencil in a position relative to the box. The student responds with a complete sentence corresponding to the position of the pencil.

Student sees:

1. The pencil under the box.
2. The pencil over the box.

Student says:

1. The pencil is under the box.
2. The pencil is over the box.

- 3.2.12 (Pronoun phrases) The student hears a statement. The student repeats the statement substituting the pronouns "he" or "she" for the noun phrase.

Student hears:

1. John has a pencil.
2. Mary is in the house.
3. Mary has a big dog.

Student says:

1. He has a pencil.
2. She is in the house.
3. She has a big dog.

- 3.2.13 (Is, are) The student cuts out paper dolls and discusses articles of clothing. When the teacher points to the dress, the student replies, using is or are in the sentence.

Student hears:

1. Is the dress red?
2. Are the shoes black?
3. Are the socks green?

Student responds:

1. Yes, the dress is red.
2. No, the shoes are not black.
3. Yes, the socks are green.

- 3.2.14 (You are a _____.) The student plays a game. He stands in front of the class and tells what he does and asks who he is. Community helpers will be the basis for statements, questions, and answers.

First student says:

I took a letter to the house.
Who am I?

Second student says:

You are the mailman.

I put out a fire.
Who am I?

You are the fireman.

3.0 Structure

3.2 Speaking

3.2.15 (Word order - questions) The student hears a statement. He responds with a question corresponding to the statement. Any correct form is acceptable.

Student hears:

1. John has the ball.
2. The book is on the table.
3. The bell rang.
4. The pie is good.
5. School starts at 9:00 a.m.
6. Tom failed because he didn't study.

Student responds:

1. Who has the ball?
2. Where is the book?
3. What rang?
4. What is good?
5. When does school start?
6. Why did Tom fail?

3.0 Structure

3.3 Reading

- 3.3.1 (Word order) The student reads a list of sentences in which one word has been omitted. The student reads each sentence, then selects from a list of written words, the one word which belongs in the space, and writes it in the proper space.

Student reads:

Student writes:

- | | | |
|---------------------------|------|---------|
| 1. How _____ you? | is | 1. are |
| 2. My name _____ Joe. | are | 2. is |
| 3. What time _____ it? | my | 3. is |
| 4. I don't _____ cookies. | like | 4. like |

- 3.3.2 (Possessive adjective with a gerund) The student reads a list of sentences. Some sentences have the possessive form before the gerund and some do not. If the sentence contains the possessive gerund, he marks "Yes", and if it doesn't, he marks "No".

Student reads:

Student marks:

- | | Yes | No |
|---|------|----|
| 1. We do not permit his working. | 1. x | |
| 2. Noise does not hinder him studying. | 2. | x |
| 3. Jane's father does not want her going. | 3. x | |

- 3.3.3 (Word order) The student reads a statement and a question concerning the statement. He selects the correct answer from a multiple-choice set and circles the letter representing the correct answer.

Student reads:

Student marks:

- | | |
|--|-----------------------------------|
| 1. Robert writes his father a letter.
Who is being written to?
a. Robert
b. the letter
c. the father | 1.

a.
b.
(c.) |
| 2. Alice presented Tom to Teresa.
Who is being presented?
a. Alice
b. Tom
c. Teresa | 2.

a.
(b.)
c. |

3.0 Structure

3.4 Writing

- 3.4.1 (What do you _____?) The student reads a list of statements each of which contains the first person singular as the subject and a present tense verb. The pupil writes questions by placing the word "what" at the beginning of the statement followed by the functional word "do". He changes the subject to second person singular.

Student reads:

1. I want a book.
2. I see a chair.

Student writes:

1. What do you want?
2. What do you see?

- 3.4.2 (Where do you _____?) The student reads a list of statements each of which contains the first person singular as the subject and a present tense verb. The student writes questions by placing the word "where" at the beginning of the statement followed by the functional word "do". He changes the subject to second person singular and omits the prepositional phrase.

Student reads:

1. I eat breakfast in the kitchen.
2. I play ball on the playground.

Student writes:

1. Where do you eat breakfast?
2. Where do you play ball?

- 3.4.3 (When do you _____?) The student reads a list of statements each of which contains the first person singular as the subject and a present tense verb. The student writes questions by placing the word "when" at the beginning of the statement followed by the functional word "do". He changes the subject to second person singular and omits the adverbial of time.

Student reads:

1. I see the program everyday.
2. I play every Saturday.

Student writes:

1. When do you see the program?
2. When do you play?

- 3.4.4 (Adjective placement) The student reads a basic sentence, then rewrites the structure, correctly placing the descriptive words. A word list is provided.

Student reads: I'm going to the city.

List: beautiful
large
ugly
small

(continued)

3.0 Structure

3.4 Writing

3.4.4 (Adjective placement - continued)

Student writes:

1. I'm going to the beautiful city.
2. I'm going to the large city.
3. I'm going to the ugly city.
4. I'm going to the small city.

3.4.5 (Exclamatory sentences) The teacher gives the student a written list of sentences. The student writes an exclamatory sentence using the information on the list of sentences.

Student sees:

1. That is a tall building.
2. That flower is beautiful.
3. That is a powerful motor.
4. That street is busy.
5. That map is excellent.

Student writes:

1. What a tall building that is!
2. What a beautiful flower that is!
3. What a powerful motor that is!
4. What a busy street that is!
5. What an excellent map that is!

3.4.6 (Sequence of events) The student reads several groups of sentences arranged in random order. The student writes the sentences of each group in a logical sequence.

Student reads:

- A. She began to cry.
Tina went out to play.
She fell down.
- B. He left for work at seven-thirty.
He ate breakfast in a hurry.
He got up at seven o'clock.

Student writes:

- A. Tina went out to play.
She fell down.
She began to cry.
- B. He got up at seven o'clock.
He ate breakfast in a hurry.
He left for work at seven-thirty.

3.0 Structure

3.4 Writing

- 3.4.7 (Word order) The student is given a series of words in random order. He rearranges the words and writes a sentence in logical order.

Student reads:

1. to store John
yesterday went the
2. her John flowers
to gave some
3. Mr. Mrs. party and
gave dinner a Clark

Student writes:

1. John went to the store
yesterday.
OR
Yesterday John went to
the store.
2. John gave some flowers
to her.
3. Mr. and Mrs. Clark gave
a dinner party.

- 3.4.8 (Spelling and punctuation) The student hears questions and writes previously memorized rejoinders. The student's written answers will be checked for correct spelling and punctuation.

Student hears:

1. (10:00 What time is it?
2. What is your name?
3. Where do you live?
4. What do I have in my hand?
(Holding pencil)

Student writes:

1. It is ten o'clock.
2. My name is John.
What's yours?
3. I live in California.
4. You have a pencil in
your hand.

3.0 Structure

3.5 Combined Skills (reading, writing)

- 3.5.1 (Possessive pronouns) The student reads a sentence and fills in the correct possessive pronoun which corresponds to the subject.

Student reads:

Student writes:

- | | |
|-----------------------------------|----------|
| 1. The girl is in _____ room. | 1. her |
| 2. Her parents are in _____ room. | 2. their |
| 3. I am in _____ room. | 3. my |

- 3.5.2 (Direct and indirect objects) The student reads a list of sentences with a direct and indirect object in the structure form with "to" before the indirect object. He rewrites the sentences omitting the word "to" and placing the objects in the correct structural form.

Student reads:

1. John gave the book to Mary.
2. He sold the flowers to her.
3. The teacher told the story to the class.
4. Mother read the letter to father.

Student writes:

1. John gave Mary the book.
2. He sold her the flowers
3. The teacher told the class the story.
4. Mother read father the letter.

3.5 Combined Skills (listening, speaking)

- 3.5.3 (There are _____.) A student sees a picture containing a varied number of people, animals, and objects: The student responds to the question: "How many _____ are there?" by giving the correct number of things asked for and using the structure: "There are _____ .)

Student hears:

Student says:

- | | |
|-------------------------------------|--|
| 1. How many little ducks are there? | (<u>There are five</u> little ducks.) |
| 2. How many boys are there? | (<u>There are three</u> boys.) |
| 3. How many trees are there? | (<u>There are two</u> trees.) |

4.0 VOCABULARY

4.0 Vocabulary

4.1 Listening

- 4.1.1 (Prepositions) As the teacher pronounces a word, the student demonstrates his understanding of the meaning of the word by holding or placing a pencil in a position relative to the box.

Student hears:

1. on
2. over
3. under
4. in
5. in front of
6. in back of
7. at the side of

Student acts:

1. Places pencil on the box
2. Holds pencil above the box
3. {
4. { Follow pattern
5. { as established
6. { in 1 and 2.
7. }

- 4.1.2 (Word association) The student hears pairs of words which may or may not have the same meaning. The student circles the number on his paper indicating the words with the same meaning.

Student hears:

1. flower - rose
2. house - car
3. candy - sweets
4. cherry - fruit
5. chair - grass

Student marks:

- ①
- 2.
- ③
- ④
- 5.

- 4.1.3 (Nouns) The teacher says, "They are at the _____." From a display of pictures, the student points to the one described.

Student hears:

1. They are at the post office.
2. They are at the bank.
3. They are at the park.
4. They are at the market.

Student points to correct picture:

- post office
- bank
- park
- market

4.0 Vocabulary

4.1 Listening

4.1.4 (Commands) The student hears a series of specific commands and carries them out.

Student hears:

1. Give me a book.
2. Give me your book.
3. Open the door.
4. Raise your hand.

Student acts:

- Gives teacher a book.
- Gives teacher his book.
- Opens the door.
- Raises his hand.

4.0 Vocabulary

4.2 Speaking

- 4.2.1 (Nouns) The student responds to a question by naming the object he is shown, using the correct article:

Student hears:

Student says:

- | | |
|---|-----------|
| 1. What do you see?
(Holds up a ball) | a ball |
| 2. What do you see?
(Holds up a pen) | a pen |
| 3. What do you see?
(Holds up an orange) | an orange |

- 4.2.2 (Adjectives) When handed object, the student describes one of the qualities of the object, using the pattern, It's + adjective.

Student holds:

Student says:

- | | |
|-----------------|-------------|
| 1. A toy animal | It's soft. |
| 2. A ball | It's round. |

- 4.2.3 (Opposites) The student hears a list of words; the student responds by giving a word that is opposite in meaning.

Student hears:

Student says:

- | | |
|-----------|-------|
| 1. up | down |
| 2. back | front |
| 3. in | out |
| 4. on | off |
| 5. under | over |
| 6. above | below |
| 7. open | shut |
| 8. high | low |
| 9. far | near |
| 10. first | last |

4.0 Vocabulary

4.2 Speaking

- 4.2.4 (Adjectives) The student hears a sentence. He says the sentence in a different way by adding the word "not" after "is" and by giving the opposite of the adjective used in the sentence.

Student hears:

1. This table is small.
2. This table is thin.
3. This chair is big.

Student says:

1. This table is not large.
2. This table is not thick.
3. This chair is not little.

- 4.2.5 (Prepositions: The boy is + adverbial of place) The student sees a picture that illustrates use of a preposition of place. The student says the model sentence using the illustrated preposition.

Student sees:

1. Picture of boy under the table.
2. Picture of boy in front of table.
3. Picture of boy at the door.
4. Picture of boy beside the girl.
5. Picture of boy between two men.

Student says:

1. The boy is under the table.
2. The boy is in front of the table.
3. The boy is at the door.
4. The boy is beside the girl.
5. The boy is between the men.

4.0 Vocabulary

4.3 Reading

- 4.3.1 (Nouns) Given printed words pertaining to the unit (family, home, weather, health, animals) and a picture card representing each word, the student correctly matches the written word with the picture.

Student sees:

Student matches:

Word	Picture	
1. baby	_____ a father	1. g
2. mother	_____ b mother	2. b
3. twins	_____ c sister	3. h
4. father	_____ d brother	4. a
5. grandfather	_____ e grandmother	5. f
6. sister	_____ f grandfather	6. c
7. brother	_____ g baby	7. d
8. grandmother	_____ h twins	8. e

- 4.3.2 (Nouns, comparison) The student reads a list of sentences each having one word missing. The student will choose the correct word from several and write the word in the blank space.

Student sees:

Student writes:

- | | |
|---|------------|
| 1. This pencil is _____
than the typewriter.
(light, heavy, lighter, heavier) | 1. lighter |
| 2. My automobile is _____
than yours.
(longer, length, medium, small) | 2. longer |
| 3. This wall is just as _____
as that one.
(thick, thickness, width, height) | 3. thick |

4.0 Vocabulary

4.3 Reading

- 4.3.3 (Nouns) The student reads various descriptions of pictures containing nouns. If the description is correct, he checks "Yes", and if incorrect, he checks "No".

Student sees and reads:

Student marks:

- | | Yes | No |
|--|------|----|
| 1. The girl is going to school.
(Picture of boy going to school) | 1. | x |
| 2. This is a bedroom.
(Picture of a bedroom) | 2. x | |
| 3. She is talking on the telephone.
(Picture of girl talking on telephone) | 3. x | |
| 4. The fireman is riding a motorcycle.
(Picture of a policeman on a motorcycle) | 4. | x |

4.0 Vocabulary

4.4 Writing

4.4.1 (Nouns) When shown an object, the student writes correctly the name of the object.

Student sees:

Student writes:

1. a ball

ball

4.0 Vocabulary

4.5 Combined Skills (reading and writing)

- 4.5.1 (Verbs) The student sees a picture illustrating the lexical item (verb). He is also given a worksheet with sentences describing the picture with a blank space for the verb. The student reads the sentence and fills in the blank space with the required verb form in the present tense.

Student sees:

1. Picture of a boy writing.
2. Picture of a girl running.
3. Picture of a cat eating.
4. Picture of a girl jumping rope.
5. Picture of a man sitting.

Student reads and writes:

1. The boy writes.
2. The girl runs.
3. The cat eats.
4. The girl jumps.
5. The man sits.

~~~~~  
**5.0 CULTURE**  
~~~~~

5.0 Culture

5.1 Listening

- 5.1.1 (Courtesy phrases) The student hears two phrases, one of which is culturally authentic. The student circles "A" or "B" to indicate which is the authentic phrase.

Student hears:

Student marks:

- | | |
|--|-------------------------------------|
| 1. In asking teacher for permission to leave the room, a student says: | 1. |
| A. Teacher, teacher, may I leave the room? | A. |
| B. Mrs. Brown, may I leave the room? | <input checked="" type="radio"/> B. |
| 2. In direct address, it is correct to say: | 2. |
| A. Woman, please sit down. | <input type="radio"/> A. |
| B. Lady, please sit down. | <input checked="" type="radio"/> B. |
| 3. In direct address, it is correct to say: | 3. |
| A. Sir, what time is it? | <input checked="" type="radio"/> A. |
| B. Man, what time is it? | <input type="radio"/> B. |
| 4. In greeting an adult, a student says: | 4. |
| A. Hi there, teach. | <input type="radio"/> A. |
| B. Good morning, Mr. Brown. | <input checked="" type="radio"/> B. |

- 5.1.2 (Music) The student listens to records representative of American jazz, western music, and spiritual. He correctly identifies the type of music by checking the right column.

Student hears:

Student marks:

- | | Jazz | Western | Spiritual |
|-----------------------------|------|---------|-----------|
| 1. Tiger Rag | 1. x | | |
| 2. Home on the Range | 2. | x | |
| 3. Swing Low, Sweet Chariot | 3. | | x |

5.0 Culture

5.2 Speaking

- 5.2.1 (Telling time) The student looks at a clock. He listens to different questions and responds with a complete statement.

Student hears:

1. What time do you get up?
2. What time is it?
3. When do you go to bed?

Student says:

1. I get up at seven o'clock.
2. It is three-thirty.
3. I go to bed at eight o'clock.

- 5.2.2 (Greetings) The student hears greetings and responds accordingly.

Student hears:

1. Good afternoon.
2. How are you?

Student responds:

1. Good afternoon.
2. I'm fine, thank you. How are you?

- 5.2.3 (Courtesy phrases) Two children will be host and hostess. Two children will take the part of arriving guests. They will greet each other using courtesy phrases previously learned. Tom and Gladys go to visit Bob. Gladys is introduced to Bob.

Student No. 1 says:

1. Good morning.
2. Bob, may I present my friend, Gladys.

Student No. 2 replies:

1. Good morning, please come in.
2. I'm pleased to meet you, Gladys.

- 5.2.4 (Kinesics) The student participates in a question-answer drill. His cued response is checked for the correct use of gestures.

Student hears:

1. What is John doing?
cue--How do I know?
2. Why does she act like that?
cue--She's a little crazy.

Student responds:

1. How do I know?
(Shrugs shoulders)
2. She's a little crazy.
(Circles finger at the temple)

2

5.0 Culture

5.2 Speaking

- 5.2.5 (Kinesics) The student answers with the appropriate response to the question "Are you _____?" by looking at the cue gesture (nooding "Yes" or shaking the head "No").

Student hears:

1. Are you tired? (shake head)
2. Are you hungry? (nod head)
3. Are you sleepy? (nod head)

Student says:

1. No, I'm not.
2. Yes, I am.
3. Yes, I am.

5.0 Culture

5.3 Reading

- 5.3.1 (Customs) The student reads a sentence and circles the phrase which describes the student's schedule.

Student reads:

1. I go to school at seven $\left\{ \begin{array}{l} \text{in the morning.} \\ \text{in the afternoon.} \end{array} \right.$
2. I $\left\{ \begin{array}{l} \text{eat my lunch} \\ \text{go to bed} \end{array} \right.$ at noon.
3. I $\left\{ \begin{array}{l} \text{eat my breakfast} \\ \text{eat my dinner} \end{array} \right.$ at six o'clock at night.

Student circles:

1. in the morning
2. eat my lunch
3. eat my dinner

- 5.3.2 (Customs) The student reads a short paragraph describing an American custom. The student selects the correct answer from multiple-choice items. The student circles the letter representing the correct response.

Student reads:

Student marks:

- | | |
|--|--|
| A. The children dress up in fancy costumes and go from door to door asking for treats. | A. $\left. \begin{array}{l} 1. \text{ Easter Parade} \\ 2. \text{ Halloween} \\ 3. \text{ New Year's Day} \end{array} \right\}$ |
| B. Everyone stays up until midnight and at the stroke of twelve they shout, ring bells and make noise. | B. $\left. \begin{array}{l} 1. \text{ Christmas Eve} \\ 2. \text{ 4th of July} \\ 3. \text{ New Year's Eve} \end{array} \right\}$ |
| C. This is a very important holiday. On it, we celebrate our independence from England. We often have parades and many special programs with fireworks. The children especially want firecrackers. | C. $\left. \begin{array}{l} 1. \text{ 22nd of February} \\ 2. \text{ 4th of July} \\ 3. \text{ 25th of December} \end{array} \right\}$ |

5.0 Culture

5.4 Writing

- 5.4.1 (Idioms) Given an explanation of a figurative expression (idiom), the student writes an original sentence using the idiom. (For sources of additional idioms, see Appendix E - 3, 14, 15, and 17)

Student hears:

"A pretty penny" means quite a lot of money.

"To let the cat out of the bag" means to reveal a secret.

Student writes:

That car must have cost a pretty penny.

Joan let the cat out of the bag when she told Mary about the surprise party.

- 5.4.2 (Letters) The student writes appropriate headings and closings for business letters. The letters will be mimeographed, with blanks indicated, for heading and closing to be written in.

Student sees:

Body of letter

Student writes:

Dear Sir:

Body of letter

Sincerely,
OR
Yours truly,

5.0 Culture

5.5 Combined Skills (listening, speaking)

- 5.5.1 (Folk story) The student listens to the story of The Three Little Pigs in Spanish. He then listens to the story in English, which is told with gestures. The student repeats the language patterns in a group and then individually. He eventually takes part in the play using the language patterns he has learned.

Student hears:

Open the door
and let me in.

Not by the hair
of my chinny
chin chin.

Student says:

Open the door
and let me in.

Not by the hair
of my chinny
chin chin.

- 5.5.2 (Folk song) The student listens to a record of the Hokey Pokey and follows the commands in the song. He sings along as he performs the actions.

Student hears:

Put your right arm in
and shake it all about.

Remainder of song

Student does:

Student puts right arm
in and follows directions.

Continues and follows
directions.

5.5 Combined Skills (reading, writing)

- 5.5.3 (Idiomatic expressions) The student reads phrase that is idiomatic in meaning. Three meanings are given, one of which is correct. The student will write the correct meaning of the phrase.

Student reads:

A. Okay

1. All right.
2. Maybe.
3. I'll think about it.

B. I'll call you about 6:00 p.m.

1. I'll call your name at 6:00 p.m.
2. I'll come to your house and call you about 6:00 p.m.
3. I'll telephone you about 6:00 p.m.

(continued)

5.0 Culture

5.5 Combined Skills (reading, writing - continued)

5.5.3 (Idiomatic expressions - continued)

- C. Tom will pick you up at the airport.
1. Tom will lift you up at the airport.
 2. Tom will go to the airport to get you.
 3. John will give you your pick of airports.

Student writes:

- A. All right.
- B. I'll telephone you about 6:00 p.m.
- C. Tom will go to the airport to get you.

6.0 INTERRELATED LEARNINGS

6.0 Interrelated Learnings (structure, vocabulary)

6.2 Speaking

- 6.2.1 (I have a _____) Given a picture of a farm animal, the student responds in a complete sentence when asked, "What do you have?"

Student hears:

1. What do you have?
2. What do you have?

Student says:

1. I have a cow.
2. I have a pig.

- 6.2.2 (What is he?) The student sees a display of male community helpers. The student is asked, "What is he?" He responds with the appropriate answer in a complete sentence or a phrase.

Student hears:

1. What is he?

2. What is he?

3. What is he?

Student says:

1. He's a milkman.

OR
A milkman

2. He's a fireman.

OR
A fireman

3. He's a policeman.

OR
A policeman

- 6.2.3 (It's a _____) The student hears and repeats the name of an object. He answers in a complete sentence when asked, "What's this?"

Student hears:

1. a lemon
2. What's this?

Student says:

1. a lemon
2. It's a lemon.

- 6.2.4 (Courtesy phrase) The student will follow the directions to make a request. He will do this in a complete sentence and say, "Thank you," when the request is granted.

Student hears:

1. Ask for a pencil.
2. (Student receives a pencil).

Student responds:

1. May I have a pencil?
2. Thank you.

6.0 Interrelated Learnings (structure, vocabulary)

6.2 Speaking

6.2.5 (Free response) The student listens to various questions. He responds with previously learned vocabulary and structures in a complete sentence or a phrase.

Student hears:

1. Where are you going?
2. What do you have?

Student says:

1. I'm going to the library.
2. A notebook.

6.0 Interrelated Learnings (structure, vocabulary)

6.3 Reading

- 6.3.1 (Sentence meaning) The student reads several sentences. Each sentence will be followed by four possible answers. The student will circle the letter which is followed by the most appropriate answer.

Student reads:

Student marks:

- | | |
|--|-------------------------------------|
| 1. What is your name? | 1. |
| a. His name is John | a. |
| b. My name is Bill. | <input checked="" type="radio"/> b. |
| c. I'm fine, thanks. | c. |
| d. Her name is Mary. | d. |
| 2. I like hamburgers and french fries. | 2. |
| a. What time is it? | a. |
| b. I have a notebook. | b. |
| c. So do I. | <input checked="" type="radio"/> c. |
| d. Where are you going? | d. |

6.0 Interrelated Learnings (structure, vocabulary)

6.4 Writing

- 6.4.1 (Adjective + noun) The student sees several colored objects. He describes them by using the word order, adjective + noun, and writing them on paper.

Student sees:

1. a piece of blue paper
2. a yellow pencil
3. a red book

Student writes:

1. blue paper
2. yellow pencil
3. red book

- 6.4.2 (Original composition) The student writes an original dialog by recombining learned patterns. The student is expected to spell words correctly and to place capitals and punctuation marks correctly.

6.0 Interrelated Learnings (phonology and structure)

6.5 Combined Skills (reading and speaking)

- 6.5.1 (Vowel sounds - structure pattern, "I have _____.")
The student reads three words, one of which contains the specified vowel sound. He selects the one with the required vowel sound and responds using the word in the structural pattern "I have a _____. The student is checked only for the correct pronunciation of the specified vowel and the proper use of the structural pattern.

Student reads:

Student says:

- | | | |
|--------|---------------------|--------------------------|
| /i/, ĭ | 1. pet, pin, pan | 1. I have a <u>pin</u> . |
| /æ/, ă | 2. father, bat, men | 2. I have a <u>bat</u> . |
| /e/, ě | 3. mit, bed, fat | 3. I have a <u>bed</u> . |

6.5 Combined Skills (reading and writing)

- 6.5.2 (Complete sentences) The student reads a short paragraph that contains previously memorized structures. He copies the paragraph correctly supplying all capitals and punctuation marks.

Student reads:

my name is freddie i am ten years old and i am in the fifth grade what is your name

Student writes:

My name is Freddie. I am ten years old, and I am in the fifth grade. What is your name?

6.5 Combined Skills (listening and writing)

- 6.5.3 (Spelling and punctuation) The student writes a short paragraph from dictation. The student spells each word accurately and places all capitals and punctuation marks correctly.

Student hears and writes:

"John, wake up! It's seven o'clock. If you don't hurry you will be late for school," called mother.

"I'm coming. Is breakfast ready?" answered John.

"Oh! I spilled the milk!" exclaimed mother.

~~~~~  
**APPENDIX**  
~~~~~

APPENDIX A

OUTLINE OF CONTENT OBJECTIVES

1. Phonology

Vowels
Consonants
Diphthongs
Intonation
Stress
Linking
Rhythm

2. Morphology

Verb forms
Radical changes of verbs
Number
Gender
Adverb form
Diminutives
Superlatives
Prefixes
Suffixes

3. Structure

Verbal phrases
Prepositional phrases
Noun phrases
Adverbial phrases
Pronoun phrases
Complete Sentences
Word order

4. Vocabulary

Articles
Verbs (infinitives)
Prepositions
Nouns
Adverbs
Adjectives
Conjunctions
Pronouns

APPENDIX A - Continued

5. Culture

Linguistic elements:

Courtesy phrases

Greetings

Paralanguage - intonation, cadence, pauses, inflection, tone

Kinesics

Idioms

Historical elements:

Customs

Dances

Music

Art

6. Interrelated Learnings - refers to activities that require the student to use two or more content areas simultaneously.

APPENDIX B

AREAS COVERED BY CURRICULUM OBJECTIVES

Phonology -- control of basic elements of the sound system as defined for English as a Second Language (ESL) and as demonstrated by specific listening, speaking, reading, and writing activities.

Vocabulary -- control of the basic vocabulary identified for ESL learning and as demonstrated by specific listening, speaking, reading, and writing activities.

Morphology -- control of basic changes in form to and within words, as identified for ESL learning and as demonstrated by specific listening, speaking, reading and writing activities.

Structure -- control of basic structural patterns identified for ESL learning as demonstrated by specific listening, speaking, reading, and writing activities.

Culture -- control of those items which affect meaning and are reflected in the language and paralinguage as identified for ESL and as demonstrated by specific listening, speaking, reading, and writing activities.

APPENDIX C

ACCEPTABLE LEVELS OF PERFORMANCE

A given behavior is generally considered to be mastered when a student demonstrates that he can consistently perform that behavior correctly. Mastery, even of the simplest of skills, is generally reached only after a long period--often years--of study and practice of that skill. A student who has just begun learning a specific behavior cannot be expected to perform at the level of mastery. However, the student's progress should be evaluated at intermediate points in the learning process. These points may be called intermediate levels of proficiency.

To determine whether satisfactory progress is being made, the teacher can define an intermediate level of proficiency which he considers appropriate for the length of time that the student has been practicing. This level may be described in terms of a score on a test of the desired behavior. For example, the teacher may establish that a score of eight correct on a 10-item test is acceptable performance. A student who achieves only four out of the same ten items would not be considered to have reached the acceptable level. He would have to devote more time to practicing the behavior in order to reach the intermediate level of proficiency. For example, a student may have spent five days practicing to achieve objective 1.1.2. In addition to this objective, the teacher might make a statement regarding the acceptable level of performance.

- 1.1.2 (Vowel Sounds) The student will be instructed to listen for a specific vowel sound. He will then hear pairs of English words, one of which contains the specified sound. He will indicate which of the two words contains the specified sound by circling the letter "A" or "B" on his answer sheet. For example, vowel sound /i/:

Student hears: 1. a. pit b. pet
 2. a. sit b. set

Student marks: 1. ☒ a. b.
 2. ☒ a. b.

(Intermediate Level of Proficiency)	This objective will be considered to be achieved by an individual student when he demonstrates his ability to score 60% or higher on a test of achievement.
-------------------------------------	---

The second statement indicates that if the student responds correctly to six or more items on an appropriate 10-item listening test, his achievement for his stage in the learning process will be considered acceptable.

As the teacher gains experience in defining acceptable levels of achievement, he discovers what levels must be achieved in certain behaviors before a student can proceed effectively to others. With experience, the teacher develops criteria or guidelines for measuring the progress of the learner in the instructional program.

However, the teacher does not deal only with individuals. He must provide instruction for entire classes. In these classes are a variety of students with a variety of abilities. Variations in pupil abilities lead the teacher to expect different degrees of achievement as individuals in the class participate in activities designed to reach a specific goal. If the teacher considers the conditions for learning (the amount of time spent in practice, the nature of the behavior to be learned), and if he can make a fairly valid assessment of the students' abilities, then he can estimate the number of students who will achieve the objective. This estimate will be based on the acceptable level of performance for individuals; but, it will also contain an additional piece of information concerning the percentage of students who should be expected to reach the acceptable level of performance after a specified sequence of instruction. This expectation might be expressed as an acceptable level of performance for the class:

This objective will be considered to be achieved when 75% of the class is able to score 60% or higher on a test designed to measure the achievement of the goal.

Expectations such as these are best made from experience. Through this experience comes the establishment of valid local norms of achievement.

By describing goals in behavioral terms and by expressing acceptable levels of performance, the teacher makes it possible to assess the effectiveness of his instructional program. If students do not achieve at the expected level, it may be that the level was set too high; that insufficient time was allowed for practice, or that the techniques of instruction were inadequate. Whatever the reason, the teacher is able to modify one or all of these factors and to re-evaluate achievement. He has at his command specific techniques for assessing his own effectiveness-techniques which teachers have so long lacked and so long needed.

APPENDIX D

DEFINITIONS

Behavioral objectives -- educational objectives stated in terms of what the learner will be able to do after instruction and practice.

Culture -- The sum and total of the linguistic and historical elements of a given group of people.

Linguistic elements -- those which are reflected in the language and paralinguage of a people.

Historical elements -- non-linguistic, and are reflected in the total environment of a people, past and present (music, art, customs, clothing, etc...)

Grammar -- the set of principles or rules which describes the structure and morphology of a language.

Intonation -- the patterned rise and fall of pitch covering a phrase or complete utterance.

Levels of performance --

Terminal performance -- the final outcome of the learning process, for the student, for a specific behavioral objective.

Intermediate level: a less than mastery degree of success on the part of the student, appropriate for the length of time that he has been practicing. (See also Appendix C)

Morphological change -- root, suffix and prefix changes including number and gender changes, verb conjugations, formation of compounds and derivations.

Morphology -- the study of changes in form to or within words.

Paralinguage -- the non-linguistic, information-bearing elements of language including body gestures (kinesics), and voice qualifiers such as intonation, stress, rhythm and pitch, that are a part of spoken language.

Phonology -- the basic elements of the sound system of a language.

Stress -- the weight or emphasis given a particular syllable in a word.

Structure (Syntax) -- the meaningful grouping of words in a given language.

Vocabulary -- the sum of words used in a language.

APPENDIX E

RECOMMENDED READING

BOOKS

1. Bloom, Benjamin S., et al. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.
2. Commission for the Reorganization of Secondary Education. The Cardinal Principles of Secondary Education. Washington, D.C.; U. S. Bureau of Education, 1918.
3. Dixon, Robert J. Essential Idioms in English. New York: Regents Publishing Company.
4. Educational Policies Commission. The Purposes of Education in American Democracy. Washington, D. C.: National Education Association, 1938.
5. Krathwohl, David R., et al. Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.
6. Lucio, William H. and John D. McNeil. Supervision: A Synthesis of Thought and Action. New York: McGraw-Hill Company, Inc., 1963.
7. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962 (paperback).
8. _____. Preparing Objectives for Programmed Instruction. San Francisco, Fearon Publishers, 1962.
9. New York City Board of Education. Foreign Language Revisions Program for Secondary Schools (Spanish). New York: Board of Education, 1962.
10. Skinner, B. F. The Technology of Teaching. New York: Appleton Century Crofts, 1968.
11. Smith, E. R. and R. W. Tyler. Appraising and Recording Student Progress. Harper, 1942.
12. Taba, Hilda. Curriculum Development Theory and Practice. New York: Harcourt, Brace and World, Inc. 1962.
13. Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago, Illinois: The University of Chicago Press, 1950.

14. Whitford, Harold C. and Robert J. Dixon. Handbook of American Idioms and Idiomatic Usage. New York: Regents Publishing Company, 1953.
15. Weiner, Solomon. Commonly-Used American Idioms. New York: Handy Book Press, Inc., 1958.
16. Zook, George F., Chairman, et al. Higher Education for American Democracy. New York: Harper and Bros. Publishers, 1947.
17. ENGLISH LANGUAGE SERVICES. The Key to English Figurative Expressions. New York: The Macmillan Company, 1966.

ARTICLES AND OTHER PUBLICATIONS

18. Andrews, Regina and others. "Behavioral Outcomes and the Language Arts," Grade Teacher, 84 (April, 1967) 115-21.
19. Bloome, Enid. "How to Put Behavioral Outcomes to Work in Kindergarten," Grade Teacher, 84 (April, 1967), 112-15.
20. de Laplace, Simon Pierre. "Concerning Probability," The World of Mathematics, pp. 1325-33. James R. Newman (editor). New York: Simon and Schuster, 1956.
21. Esbensen, Thornwald. "Writing Instructional Objectives," Phi Delta Kappan, 48 (January, 1967), 246-47.
22. Finder, Morris. "Teaching English to Slum-dwelling Pupils," Teaching English in Today's High Schools: Selected Readings, pp. 472-81. Dwight L. Burton and John S. Simmons (editors). New York: Holt, Rinehart, 1965.
23. Garvey, James F. "The What and Why of Behavioral Objectives," The Instructor, Vol. LXXVII, No. 8 (April, 1968), 127.
24. Glaser, Robert. "Instructional Technology and the Measuring of Learned Outcomes: Some Questions," American Psychologist, 18 (8) (August, 1963), 519-21.
25. Goodlad, J. L. "Toward A. Conceptual System for Curriculum Problems," School Review, '66, (Winter, 1958).
26. Haberman, Martin. "Behavioral Objectives: Bandwagon or Breakthrough," The Journal of Teacher Education, Vol. XIX, No. I (Spring, 1968), 91-94.
27. Herrick, Virgil E. and R. W. Tyler. "Toward Improved Curriculum Theory," Supplementary Educational Monograph No. 71. Chicago: University of Chicago Press, 1950.

28. Lodato, Francis J. and Irving Zweibelson. "Curriculum Change, the Dropout and Delinquency," Corrective Psychiatry and Journal of Social Therapy, 11 (1965), 305-11.
29. Montague, Earl J. and David P. Butts. "Behavioral Objectives," Vol. 35, No. 3 (March, 1968), 33-35.
30. Ojemann, Ralph H. "Should Educational Objectives be Stated in Behavioral Terms?" The Elementary School Journal, Vol. 68 No. 6 (February, 1968), 223-31.
31. _____ and Karen Pritchett. "Piaget and the Role of Guided Experiences in Human Development," Perceptual and Motor Skills, 17 (1963), 927-40.
32. _____, E. James Maxey and Bill C. F. Snider. "The Effect of a Program of Guided Learning Experiences in Developing Probability Concepts at the Third Grade Level," Journal of Experimental Education, 33 (Summer, 1965), 321-30.
33. Pope, Lillie and Ruth Crump. "School Dropouts as Assistant Teachers," Young Children, 21 (October, 1965), 13-23.
34. Popham, James, et al. "Educational Objectives," Filmstrip Series. Los Angeles: VIMCET Associates.
35. Slotkin, H. "New Programs for Dropouts," Vocational Guidance Quarterly, 12 (Winter, 1963), 127-32.